

2-9-2004

University of Northern Iowa Faculty Senate Meeting Agenda, February 9, 2004

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UNIVERSITY OF NORTHERN IOWA FACULTY SENATE
Agenda for Meeting of February 9, 2004
3:15 P.M. Curris Business Building Room 319

CALL TO ORDER

APPROVAL OF MINUTES

Minutes of the January 26, 2004 meeting

ANNOUNCEMENTS

1. Call for Press Identification
2. Comments from Provost Podolefsky
3. Comments from Faculty Chair, Carol Cooper
4. Comments from Chair Heston

CONSIDERATION OF CALENDAR ITEMS FOR DOCKETING

861/771 Proposal to change Academic Warning, Probation and Suspension Policy

862/772 Request to Education Policy Committee to clarify policy for grade changes

NEW BUSINESS

Summary from the faculty on the President's Tuition Study Group (informational item)

Senate Officer/College Senator Slate Committee Formation

ONGOING BUSINESS

Tabled Course Proposals from HPELS (action item)

Capstone Proposal Clarification/Update, Liberal Arts Core Committee (informational item)

CONSIDERATION OF DOCKETED ITEMS

ADJOURNMENT

NOTE: The Faculty Senate will meet in the Piazza meeting room in Redeker Center on February 23, 2004

UNIVERSITY OF NORTHERN IOWA FACULTY SENATE

Calendar item 861

Docket Number _____

Title: Proposal to change Academic Warning, Probation and Suspension
Policy

Standard Motions

- ____ 1. Place at head of docket, out of regular order.
- ____ 2. Docket in regular order.
- ____ 3. Docket because of special circumstances for _____
And notify sender(s).
- ____ 4. Refer to (standing committee) _____
- ____ 5. Refer to (administrative officer) _____
- ____ 6. Refer to (ad hoc committee) _____
- ____ 7. Return to petitioner with request for a more specific proposal.
- ____ 8. Return to petitioner with request for additional information and documentation.
- ____ 9. Return to petitioner because of decision not to docket at this time.
- ____ 10. Other procedural disposition _____

NOTES

Proposal

1/23/04

Academic Warning, Probation, and Suspension

Warning: This action is taken by the Office of the Registrar. This action is not recorded on the student's permanent academic record.

Probation: This determination is made by the Office of the Registrar. This action is not recorded on the student's permanent academic record.

Suspension: This determination is made by the Office of the Registrar. This action is recorded on the student's permanent academic record.

For students who have attempted 29 or fewer graded hours:

Warning: Any student who is from one through five grade points deficient of the number necessary for a 2.00 cumulative grade point average at UNI and/or in combination with his/her transfer collegiate record for a 2.00 total cumulative grade point average will be placed on academic warning.

Probation: Any student who is from six through thirteen grade points deficient of the number necessary for a 2.00 cumulative grade point average at UNI and/or in combination with his/her transfer collegiate record for a 2.00 total cumulative grade point average will be placed on academic probation.

Suspension: Any student who is fourteen or more grade points deficient of the number necessary for a 2.00 cumulative grade point average at UNI and/or in combination with his/her transfer collegiate record for a 2.00 total cumulative grade point average will be placed on academic suspension.

For students who have attempted between 30 and 59 graded hours:

Warning: Any student who is from one through five grade points deficient of the number necessary for a 2.00 cumulative grade point average at UNI and/or in combination with his/her transfer collegiate record for a 2.00 total cumulative grade point average will be placed on academic warning.

Probation: Any student who is from six through eleven grade points deficient of the number necessary for a 2.00 cumulative grade point average at UNI and/or in combination with his/her transfer collegiate record for a 2.00 total cumulative grade point average will be placed on academic probation.

Suspension: Any student who is twelve or more grade points deficient of the number necessary for a 2.00 cumulative grade point average at UNI and/or in combination with his/her transfer collegiate record for a 2.00 total cumulative grade point average will be placed on academic suspension.

For students who have attempted 60 or more graded hours:

Warning: Any student who is from one through five grade points deficient of the number necessary for a 2.00 cumulative grade point average at UNI and/or in combination with his/her transfer collegiate record for a 2.00 total cumulative grade point average will be placed on academic warning.

Probation: Any student who is six through nine grade points deficient of the number necessary for a 2.00 cumulative grade point average at UNI and/or in combination with his/her transfer collegiate record for a 2.00 total cumulative grade point average will be placed on academic probation.

Suspension: Any student who is ten or more grade points deficient of the number necessary for a 2.00 cumulative grade point average at UNI and/or in combination with his/her transfer collegiate record for a 2.00 total cumulative grade point average will be placed on academic suspension.

Proposal

1/23/04

Additionally, a student's actions demonstrated by repeatedly dropping courses and/or totally withdrawing from school will bring into question the student's intent to be a serious scholar, such students may be placed on academic suspension.

Readmission After Suspension: A student who has been suspended may be readmitted only after applying for readmission in writing and receiving favorable action on the application from the Committee on Admission and Retention. Applications for Readmission may be secured from and filed with the secretary of the committee in the Office of the Registrar. Academic suspension is for a minimum period of one academic year. Only the most extenuating circumstances would warrant consideration for readmission before one academic year has elapsed.

Upon readmission students must earn a minimum of a 2.00 grade point average each term they are enrolled until their cumulative grade point average is 2.00 or higher. Failure to earn a 2.00 or higher grade point average in any semester following readmission will cause the student to be suspended again. Academic suspension for a second time is considered permanent. Only the most extenuating circumstances would warrant consideration for readmission a second time.

Academic Warning, Probation, and Suspension

Warning: This action is taken by the Office of the Registrar. This action is not recorded on the student's permanent academic record.

Probation: This determination is made by the Office of the Registrar. This action is not recorded on the student's permanent academic record.

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Probation: Any student who is from six through thirteen grade points deficient of the number necessary for a 2.00 cumulative grade point average at UNI and/or in combination with his/her transfer collegiate record for a 2.00 total cumulative grade point average will be placed on academic probation.

Suspension: Any student who is fourteen or more grade points deficient of the number necessary for a 2.00 cumulative grade point average at UNI and/or in combination with his/her transfer collegiate record for a 2.00 total cumulative grade point average will be placed on academic suspension.

For students who have attempted between 31 and 60 graded hours:

Warning: Any student who is from one through five grade points deficient of the number necessary for a 2.00 cumulative grade point average at UNI and/or in combination with his/her transfer collegiate record for a 2.00 total cumulative grade point average will be placed on academic warning.

Probation: Any student who is from six through eleven grade points deficient of the number necessary for a 2.00 cumulative grade point average at UNI and/or in combination with his/her transfer collegiate record for a 2.00 total cumulative grade point average will be placed on academic probation.

Suspension: Any student who is twelve or more grade points deficient of the number necessary for a 2.00 cumulative grade point average at UNI and/or in combination with his/her transfer collegiate record for a 2.00 total cumulative grade point average will be placed on academic suspension.

For students who have attempted 61 or more graded hours:

Warning: Any student who is from one through five grade points deficient of the number necessary for a 2.00 cumulative grade point average at UNI and/or in combination with his/her transfer collegiate record for a 2.00 total cumulative grade point average will be placed on academic warning.

Probation: Any student who is six through nine grade points deficient of the number necessary for a 2.00 cumulative grade point average at UNI and/or in combination with his/her transfer collegiate record for a 2.00 total cumulative grade point average will be placed on academic probation.

Suspension: Any student who is ten or more grade points deficient of the number necessary for a 2.00 cumulative grade point average at UNI and/or in combination with his/her transfer collegiate record for a 2.00 total cumulative grade point average will be placed on academic suspension.

Current Policy

1/23/04

Additionally, a student's actions demonstrated by repeatedly dropping courses and/or totally withdrawing from school will bring into question the student's intent to be a serious scholar, such students may be placed on academic suspension.

Readmission After Suspension: A student who has been suspended may be readmitted only after applying for readmission in writing and receiving favorable action on the application from the Committee on Admission and Retention. Applications for Readmission may be secured from and filed with the secretary of the committee in the Office of the Registrar. Academic suspension is for a minimum period of one academic year. Only the most extenuating circumstances would warrant consideration for readmission before one academic year has elapsed.

Upon readmission students must earn a minimum of a 2.00 grade point average each term they are enrolled until their cumulative grade point average is 2.00 or higher. Failure to earn a 2.00 or higher grade point average in any semester following readmission will cause the student to be suspended again. Academic suspension for a second time is considered permanent. Only the most extenuating circumstances would warrant consideration for readmission a second time.

Subject: Committee on Admission, Readmission, and Retention Recommendations

Date: Fri, 23 Jan 2004 11:09:17 -0600

From: Michael Broshears <Michael.Broshears@uni.edu>

Organization: University of Northern Iowa

To: MELISSA L HESTON <Melissa.Heston@uni.edu>

Melissa,

Greetings! My name is Michael Broshears (Brody), and I am an Academic Advisor in Academic Advising Services. Additionally, I serve as the Chairperson for the Committee on Admission, Readmission, and Retention.

The primary purpose of our committee is to consider the admission and readmission of undergraduate students to the university. Typically, our committee meets once a semester to hear readmission cases of students that have been academically suspended and are asking for an exception to the normal readmission policies.

In April 2002, the Enrollment Management Study Group made a recommendation to change suspension guidelines and provided three alternatives to the then existing policies on warning, probation, and suspension. The Faculty Senate voted to adopt proposal 2, which I have attached. It is the current policy being used and can be found in the University Catalog.

While our committee would love to discuss the possibility of looking at other alternatives to the existing policy (maybe that can happen a different day), we would like bring to your attention a different issue that I think was just an oversight of the Enrollment Management Study Group.

Currently, there is a different warning, probation, and suspension policy administered for students that have completed 0-30 hours, 31-60 hours, and students that have completed more than 61 hours. It is our committee's understanding that the goal was to create a different policy for freshman, sophomores, and then those students with junior standing or higher. However, the way the policy reads, there are multiple classifications being included in each area.

For classification purposes at UNI, a freshman is a student that has completed 0-29 hours. Sophomores are those students that have completed 30-59 hours. Juniors are those students that have earned 60 hours or more. Because of this, our committee is recommending that the Faculty Senate approve a small change to the way the current university policies on academic warning, probation, and suspension read. We would like these changes to be made soon, so that they can be reflected in the new copy of the University Catalog. I will attach the proposed changes to the policy as well.

I want to thank you for your time and attention on this issue. I would be happy to answer any questions that you have. My phone number is 273-6023, or you may reply to this e-mail.

Peace

Michael Broshears, "Brody"

Academic Advisor

Chairperson of the Committee on Admission, Readmission, and Retention

UNIVERSITY OF NORTHERN IOWA FACULTY SENATE

Calendar item 862

Docket Number _____

Title: Request to Education Policy Committee to clarify policy for
grade changes

Standard Motions

- ____ 1. Place at head of docket, out of regular order.
- ____ 2. Docket in regular order.
- ____ 3. Docket because of special circumstances for _____
And notify sender(s).
- ____ 4. Refer to (standing committee) _____
- ____ 5. Refer to (administrative officer) _____
- ____ 6. Refer to (ad hoc committee) _____
- ____ 7. Return to petitioner with request for a more specific proposal.
- ____ 8. Return to petitioner with request for additional information and documentation.
- ____ 9. Return to petitioner because of decision not to docket at this time.
- ____ 10. Other procedural disposition _____

NOTES

Suggested Senate action:

Motion: Move that the Senate refer to the Education Policy Committee a request to clarify the policy for changing an assigned grade or incomplete to one other than that assigned by the faculty of record.

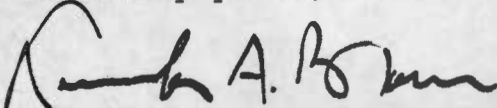
January 22, 2004

Dr. Melissa Heston, Chair
University of Northern Iowa Faculty Senate
University of Northern Iowa
Cedar Falls, IA 50614

Dear Dr. Heston:

It is my understanding that a grade assigned to a student by faculty for work completed in a course, or an incomplete assigned to a student for work not completed, could not be changed without consultation with the faculty who assigned the grade or incomplete. It is also my understanding that even in those instances where there is a finding of cause by an appropriate and impartial review for such a change, the involved faculty is notified of such a finding and is given the option of complying with the finding, or of having the change made administratively over his or her objection. I have knowledge of instances where a change was made unbeknownst to the faculty of record. I am requesting that the Senate clarify the policy for changing a grade, or an incomplete, to a grade other than the one which the faculty of record has assigned. Specifically, I am asking that the Senate clarify under what conditions such changes are appropriate and what actions ensue when the policy is not followed.

Sincerely yours,

A handwritten signature in dark ink, appearing to read "Leander A. Brown". The signature is fluid and cursive, with the first name "Leander" being more prominent and the last name "Brown" following in a similar style.

Leander A. Brown
Educational Psychology and Foundations

To: Faculty Senate
From: Jacqueline McGlade, Chair, GCCC
Date: February 3, 2004
Re: 440:210 Quantitative Methods and 440:215 Qualitative Methods

Senate Chair Melissa Heston stated the reasons on January 27 for the tabling of two courses, 440:210 and 440:215 as follows: *First, questions were raised about procedural integrity in the process by which these proposals arrived at the University Faculty Senate (e.g., whether there was adequate consultation in response to objections, an executive session discussion by the Graduate Curriculum Committee followed by an immediate vote). Second, Senators were interested in the substance of the objections from dissenting faculty and departments.*

Her email message asked for clarification of the voting as it took place in the Graduate College Curriculum Committee (GCCC) on these courses.

Before commenting on her request, it is important to clarify the historic position and role of the GCCC in relation to the Graduate Council and the rest of the elected bodies comprising the UNI curricular governance system, in particular the UCC and Faculty Senate.

GCCC: ORIGINS, DUTIES AND OPERATIONS

➤ Establishment and Voting Powers

1. The GCCC was established on September 22, 1977 as an **advisory group** to aid the Graduate Council in its evaluation of graduate curricular proposals. (See attached document, Senate Minutes 1202). **It is subordinate to the Graduate Council only. As a result, it is not comparable in status to that of the Graduate Council, UCC or Faculty Senate, which are elected bodies.**
2. The membership of the GCCC is comprised of one appointed faculty representative from each of the Academic Colleges as nominated by the sitting Deans. **The College representatives are the only voting members of the GCCC.** The Associate Dean of the Graduate College is an ex-officio member and serves as Chair. The GCCC is aided by other ex-officio members including the UCC/GCC Faculty Liaison, a University Library representative, and staff members of the Office of the Registrar.
3. The GCCC voting powers are limited to only **recommending** approval/disapproval of graduate curricular proposals. **Only the Graduate Council has the power to actual approve or deny curricular requests. It may accept or reject any and all recommendations forwarded by the GCCC.**

4. **The voting decisions of the Graduate Council, through its elected faculty members, rest as the official disposition on graduate curricular proposals as forwarded on to the UCC. (See attached Senate Minutes 1202).**

➤ **GCCC Proceedings**

1. **Prior to Fall 2003, the GCCC met entirely in closed, executive session and attendance by other faculty, department heads, administrators, etc. was extended by special invitation only.**
2. **Fall 2003 was the first time that the GCCC extended an open invitation to graduate coordinators, department heads and any interested faculty members to attend its sessions.**
3. **Prior to Fall 2003, no minutes were taken on a consistent basis nor generally distributed.** Fall 2003 is the first time that the GCCC benefited from the services of the UCC recording secretary and, as a result, published and distributed minutes for public viewing.
4. **Prior to Fall 2003, only recommendations, not votes or details on decisions taken by the GCCC, were forwarded to the Graduate Council.** These recommendations came in a single document comprised of a roster of approvals and disapprovals without attached minutes or votes.
5. **In Fall 2003, the GCCC submitted the first recommendation report complete with minutes and details on all voting and other decisions taken by its faculty members for review by the Graduate Council.**
6. **In Fall 2003, faculty members for the first time chaired the GCCC in the absence of the Associate Dean. Faculty presided over two regular meetings and presented the final report to the Graduate Council.**

It is clear that important steps were taken in Fall 2003 to insure an accurate accounting of the GCCC's activities and decision-making and involve faculty to a greater extent in its proceedings and leadership. No actions were returned for further consideration and the Graduate Council minutes stand as the official vote on proposals advanced to the UCC.

GCCC REVIEW OF 440:210 AND 440:215

The following comments speak to the GCCC's evaluation of the curricular merits of HPOLS courses, 440:210 Quantitative Methods and 440:215 Qualitative Methods. The comments do not replace or amend in any fashion the GCCC minutes of November 5 and 12 (see attached), which stand as the official record.

1. The courses in question were reviewed by the GCCC over the course of two

meetings held on November 5 and 12, 2003. **Based on the rancorous tone and distressed level of debate carried on by visiting COE faculty at the November 5 meeting, the GCCC tabled the courses and asked for further justifications from HPELS.** The GCCC members were most interested in information that would address the following concerns raised by the visiting faculty: 1. Necessity of the courses in lieu of similar courses in the COE curriculum 2. Proper consultations had been carried out. 3. Proper review had been secured through COE curricular committees.

2. Based on additional information provided to the GCCC by the HPELS faculty, the courses were re-introduced for consideration at the November 12, 2003 meeting. **Once again, visiting COE faculty members engaged in an acrimonious set of exchanges that were deemed, after over 30 minutes, as repetitive and disruptive by the GCCC Chair.**
3. **As is the privilege of the Chair (see attached link to Roberts Rules of Order), the visitors were asked to leave and an Executive Session was called.** This action is a privileged motion and does not require a vote nor explanation when meeting decorum is in question.
4. In Executive Session, the members of the GCCC restricted their comments to dismay over the on-going, disruptive behavior of COE visitors and how to proceed. **No discussion of the courses or voting preferences of members occurred in any way.** One GCCC member wants inserted in this report that he remembers the following comment, which mirrored the sentiments of all members:

"We have a job to do, and most of the arguments we're hearing have a long, complicated, history that is none of our concern. If these people can't get their act together any better than this, we have to do what we feel is appropriate NOW and let them argue on their own time."

The Chair asked the members how they wanted to proceed. **Without revealing their position on the courses, the members *in toto* expressed the wish to dispose the proposals. Absolutely no discussion of voting preferences was revealed by faculty.** The Chair immediately told the members to prepare for the meeting to be called back to order and the visitors were invited back into the room.

5. Upon return of the visitors, the Chair called the meeting back to order and Prof. Dahms chose to call the question, which was duly seconded. At that point, the visitors were instructed by the Chair that all debate would cease and the vote was called. The final vote can be viewed in the attached minutes.

Let me stress that no other courses, programs or proposals preoccupied the GCCC longer, and in such a negative fashion, over the course of its work in Fall 2003 as the

HPELS courses in question. In the case of other College packets, similar disputes arose leading the GCCC to table courses or programs pending further information and consultation at the wish of visiting departments and faculty. **In none of these cases did the GCCC have to resort to moving into a closed session as a means to stop inappropriate faculty dissent, disagreement and conflict.** These other cases are fully documented in the GCCC minutes and stand in stark contrast to the HPELS case.

On a final note, any suggestion that some nefarious act of voting secrecy, collusion, or impropriety occurred in the GCCC at any time, whether in open or closed session, are without merit and impugns the hard work, dedication and good judgment of the GCCC faculty members. Their vote and actions have been fully considered with favor by the Graduate Council. I invited any member of the Faculty Senate who has further concerns to contact me or any GCCC member, appointed or ex-officio, on this matter.

Cc: Members, GCCC
Kim Maclin, Graduate Council, Chair
Susan Koch, Associate Vice Provost, Chair, UCC
John Somervill, Dean, Graduate College

PROCEDURES FOR GRADUATE CURRICULUM PROPOSALS

The University Senate's approved "Routing of Curricular Proposals" (Senate Minutes 1202) stipulates that the department shall be responsible for:

- a. course and program description and justification
- b. course integrity
- c. duplication
- d. impact statement, short- and long-term

~~1) staff and financial implications~~

2) inter-departmental implications.

Responsibility for evaluating each of the preceding items, as well as for hearing appeals from faculty members and departments, is given to the college.

The primary responsibility given to the Graduate Council by this Senate document is for the evaluation of graduate curricular proposals in relation to their university impact and duplication. In many cases, the Graduate Council delegates this responsibility to the Graduate College Curriculum Committee (GCCC).

Nevertheless, since the same document also states that the Graduate Council shall "study and approve or disapprove all graduate courses and programs," the Graduate Council stands obliged, without substituting its judgments for those of the departments or undergraduate college, to insure that all proper procedures have been followed in the routing of a curricular proposal before taking final action on it.

To this end, the Graduate Council requests that departments and colleges observe the following guidelines in the routing of graduate curricular proposals:

ROUTING FOR GRADUATE CURRICULAR FLOW

Dept. Grad.
Faculty

Department

College

Must approve all graduate curricular proposals; has responsibility for justification, description, and integrity of grad. proposals.

As in Senate Minutes 1202.

As in Senate Minutes 1202, but with graduate proposals the need to hear appeals from dept. faculty should be stressed, to minimize the danger of a communication lapse between the department's graduate faculty and its undergraduate faculty.

(Proposals for new grad. courses, or for modifications of existing programs)

(New Grad. Programs, Proposals for courses based primarily on the need for the course in a newly-proposed program.)

Grad. College Curriculum Committee

University Graduate Council

University Senate

FLOW

Must approve all graduate curricular proposals; has responsibility for justification, description, and integrity of grad. proposals.

As in Senate Minutes 1202.

As in Senate Minutes 1202, but with graduate proposals the need to hear appeals from dept. faculty should be stressed, to minimize the danger of a communication lapse between the department's graduate faculty and its undergraduate faculty.

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Grad. College Curriculum Committee

University Graduate Council

University Senate

Section 7

GRADUATE COLLEGE CURRICULUM PROCEDURES

Committee appointed 9/22/77 (#624)

L. Froyen (Ed.)
D. Hoff (NS)
*T. Remington (HFA)
D. Whitnah (BBS)

Report accepted by the Graduate Council 9/28/78 (#639)

Graduate College Curriculum Procedures (GC 103)

Section

GRADUATE COLLEGE CURRICULUM PROCEDURES

Recommendations for changes in Graduate College Curriculum
Committee procedures; recommendation that University adopt 3- level
number to designate course primarily for doctoral students.
Passed by Council, 3-10-83 (#695)

L. Hoff (Ed.)
*T. Remington (HFA)
D. Whitnah (BBS)

Report accepted by the Graduate Council 9/28/78 (#639)

Graduate College Curriculum Procedures (GC 103)

Recommendations for changes in Graduate College Curriculum
Committee procedures; recommendation that University adopt 3- level
number to designate course primarily for doctoral students.
Passed by Council, 3-10-83 (#695)

GCC MINUTES FALL 2003

Minutes included for the November 5 and 12, 2003 meetings. All minutes for Fall GCC meetings can be accessed at <http://www.grad.uni.edu/council/>

GCC meetings are conducted using Roberts Rules of order, which can be accessed at <http://www.constitution.org/rror/rror--00.htm>

MINUTES OF GRADUATE COMMITTEE ON CURRICULA

#004

November 5, 2003

Present: Dolgener, Gladden, Mackay, Marshall, McGlade, Salim, Wallace
Alternate: Dale Cyphert/M. Oleson, Stephen Muzzatti/D. Dahms
Absent: Fahmy
Guests: M. Agran, S. Alper, R. Boody, J. Cornett, R. Edmiaston, M. Fienup, S. Gable, D. Gallagher, L. Hensley, S. Hudson, S. Joslyn, M. Mack, M. Waggoner, B. Wilson

The meeting was called to order by Chair Jackie McGlade at 11:05 a.m. in Lang 245.

I. Welcome

Chair McGlade welcomed all members and guests.

II. Announcements

McGlade announced Graduate Council meetings are scheduled for November 20 and December 4. She stated Dolgener would present the Graduate Curriculum Committee items approved through November 19 to the Graduate Council at the November 20 meeting. She stated the remainder of items approved after November 19 would be presented at the December 4 meeting. She stated Mackay and Wallace would be present at both of these Graduate Council meetings.

McGlade announced a GCC meeting would be tentatively scheduled for December 3 to address/approve additional items before the December 4 Graduate Council meeting. McGlade asked members to keep this date available.

III. Approval of Minutes

Chair McGlade asked members to review GCC Minutes #003, October 29, 2003.

Marshall stated on page 3, V. A., 1st paragraph, "Salim" should be changed to "Gladden".

Gladden stated on page 5, V. C., 1st, 3rd, and 5th paragraphs, "Niles" should be changed to "Nile".

Dolgener moved, Cyphert seconded to approve minutes. Motion carried.

IV. Old Business

McGlade distributed forms/information regarding curricular items which had been postponed/pending (referred to below).

- A. 800:1xxg *Statistical Methods in Bioinformatics* (new course)
(Tabled at October 22, 2003 GCC meeting until McGlade receives further clarification from Mathematics Department Chair regarding budget impact of \$10,000 for staff resource needs.)

(McGlade distributed email from Jerry Ridenhour dated 11/3/03) Ridenhour indicated in his email to McGlade that the projected \$10,000 was due to the need for additional staff to teach the additional statistics courses needed to support the program. However, currently a search is underway for a statistics candidate which should provide the resources necessary to meet the need, and, therefore, the \$10,000 cost is no longer an issue and can be dropped.

Dolgener moved, Salim seconded to approve 800:1xxg.

(McGlade distributed email from Jerilyn Marshall dated 11/4/03) Marshall indicated Kate Martin has stated "we have traditionally considered comments made at a UCC or GCC meeting, in the absence of a consultation request, to stand in lieu of a formal library consultation." Marshall stated this course has been reviewed by the library and a formal library consultation form is not an issue at this time.

McGlade stated this course should continue to be tabled until the revised form dropping the \$10,000 budget impact has been formally completed and approved. Members agreed and Dolgener and Salim withdrew their motion to approve.

800:1xxg "Statistical Methods in Bioinformatics" tabled until revised Form D is completed and approved.

B. 600:171g *Ceramic Raw Materials and Glaze Calculations*

(Tabled at October 29 meeting and returned to department pending clarification on Graduate Faculty vote.)

McGlade stated forms had been completed and approved.

Gladden moved, Dolgener seconded to approve. Motion carried.

C. 770:101g *Advanced Russian I* and 770:103g *Advanced Russian II*

(Tabled at October 29 meeting pending clarification on renumbering.)

McGlade stated she had not heard any update concerning these two courses.

Members agreed to continue to table these courses.

D. 560:161g *Opera Performance* and 560:162g *Advanced Opera*

(Tabled at October 29 meeting pending further consideration of title by School of Music)

Mackay suggested further discussion within the Registrar's Office before this is voted on.

Wallace indicated these courses would also be discussed at the UCC November 12.

Members agreed to continue to table these courses.

E. 580:1xxg *Jazz Composition*

(Tabled at October 29 meeting pending library consultation)

Marshall stated that since a formal library consultation is being sent over for the Jazz Composition class, there is no need to hold up the GCC's action on approving the course. The Library has already done a preliminary review of the collection strengths and gaps in this area. The bibliographer will work within budgetary constraints to add materials when possible.

Dolgener moved, Gladden seconded to approve. Motion carried.

V. Review of Curriculum Review Procedures

McGlade stated Dolgener would be leading the review of the College of Education graduate curriculum packet. McGlade indicated graduate curriculum would be reviewed by department as follows: motion to approve the specified department or specific items within that department, a second to that motion, discussion, and vote.

VI. Review of College of Education Packet (Graduate)

Editorial notes:

- < Per Graduate Council decision, all "g" courses must have "junior standing" designated as a prerequisite (but not "junior standing or consent of instructor"). D. Wallace will handle this editorially, and no specific changes in the abstract relative to this will be noted in the minutes.
- < Course numbers which have changed and are denoted in abstract under the old number (as well as those not in abstract but in catalog) will be edited by D. Wallace throughout the curriculum review and catalog process. No specific changes in the abstract relative to this will be noted in the minutes.

A. College of Education - Interdepartmental

Dolgener summarized pertinent graduate curriculum questions/issues within the College of Education, Interdepartmental curriculum packet, and motions, discussion, and voting was as follows:

- < 190:xxx *Inquiry* (new)
- < 190:301 *Context of Contemporary Education*
- < 190:302 *Contemporary Instructional Practices* (number change to 200:3xx)
- < 190:305 *Qualitative Methods in Educational Research* (number change from 250:302)
- < 190:306 *Inquiry and Educational Practices* (drop)
- < 190:307 *Educational Data Analysis and Interpretation*
- < 190:310 *Organizational Processes and Communication* (number change to 170:3xx and 270:3xx)
- < 190:311 *Educational Leadership and Systems Change* (number change to 170:3xx and 270:3xx)
- < 190:389 *Dissertation Seminar*

Dolgener stated changes in numbers were due to revisions in doctoral core, and courses were going back to department. He stated he found no areas to be problematic.

Mackay cited the many changes to 190:307 (title, description, and prerequisites) and questioned why this was not being proposed as a new course.

R. Boody responded half of 190:306 which is being dropped and half of 190:307 are being incorporated in this proposed course 190:307. He stated qualitative and quantitative would be taught together.

Mackay stated the content in course 190:307 would be significantly different from the 2002-2004 cycle versus the 2004-2006 cycle.

Regarding new course 190:xxx *Inquiry*, Marshall stated the Library had not been consulted. Library resources should be able to support this course, with the addition of some additional materials that are being acquired.

Salim moved, Gladden seconded to approve above courses with the exception of course 190:307. Motion carried.

Members agreed to table 190:307 pending further rationale from COE concerning being proposed as revision to an existing course rather than a new course.

B. Curriculum and Instruction Department

Dolgener summarized pertinent graduate curriculum questions/issues within the Department of Curriculum and Instruction curriculum packet, and motions, discussion, and voting was as follows:

- < 210:121g *Infant and Toddler Care and Education*

- < 210:150g *Middle Level Curriculum*
- < 210:151g *Early Childhood Curriculum Development and Organization*
- < 210:155g *Constructivist Early Education*
- < 210:299 *Research*
- < 210:389 *Seminar in Curriculum and Instruction*

Dolgener stated course 210:155g increased 1 hour and that this increase does impact a program. He stated there were no areas of concern regarding the other courses.

Salim moved, Gladden seconded to approve above courses, with the exception of 210:155g. Motion carried.

Mackay stated the program effected by the increase of hours for 210:155g has a restatement in the abstract and all hours balance.

Gladden moved, Salim seconded to approve course 210:155g. Motion carried.

- < 230:117g *Methods of Teaching Literacy at the Middle and Secondary Levels*
- < 230:299 *Research*

Cyphert moved, Gladden seconded to approve about two courses.

Mackay indicated hours for course 230:299 were being changed from 3 hours to 1-3 hours. Since thesis students are required to take 6 hours, she suggested a repeat statement be included in the description for thesis students.

Cyphert/Gladden amended their original motion to instead approve 230:117g and table 230:299 until form has been submitted to include a repeat statement which would clarify and address needs of thesis students. Motion carried.

- < 240:131g *Technology in Education*
- < 240:138g *Educational Graphic Design*
- < 240:147g *Education Digital Imaging*
- < 240:150g *Educational Television Production*
- < 240:260 *Advanced Media Projects*
- < 240:285 *Readings in Media*
- < 240:286 *Studies in Media*
- < 240:289 *Seminar*

Dolgener stated 240:289 may be repeated three times but this is not on form. He found no areas of concern with other courses.

Gladden moved, Cyphert seconded to approve above courses with the exception of 240:289, and table 240:289 until form which includes repeat statement in description is completed and approved. Motion carried.

- < 240:xxx *Advanced Web Development* (new)

Gladden moved, Cyphert seconded to approve above course.

Mark Fienup stated Computer Science had sent a detailed description of objections to this course. Cyphert questioned if MIS had been consulted. They also questioned the 200-level and content of this course.

Edmiaston indicated she would have Mary Herring, the designated person in Educational Technology, review those concerns.

McGlade stated Coleen Wagner would have a copy of all objections and McGlade would acquire a copy of objections concerning this course for GCC members.

Gladden/Cyphert withdrew their motion to approve and course *Advanced Web Development* was tabled until further consultation with Computer Science and MIS on current and outstanding objections.

C. Educational Psychology and Foundations Department

< 250:302 *Advanced Qualitative Methods in Educational Research*

Cyphert moved, Gladden seconded to approve 250:302 *Advanced Qualitative Methods in Educational Research*

Mackay stated earlier in abstract existing course 250:302 *Qualitative Methods in Educational Research* was changed to new number 190:305 under College of Education, Interdepartmental. Mackay stated the course *Advanced Qualitative Methods in Educational Research* needs to be proposed as new course.

Barry Wilson agreed this should be a new course and department will proceed with completing new form.

Cyphert/Gladden withdrew their motion to approve and *Advanced Qualitative Methods in Education Research* was tabled pending completion and approval of a new course form.

D. Educational Leadership, Counseling, and Postsecondary Education Department

Dolgener summarized pertinent graduate curriculum questions/issues within the Department of Educational Leadership, Counseling, and Postsecondary Education curriculum packet, and motions, discussion, and voting was as follows:

- < 290:224 *Applied Group Dynamics*
- < 290:241 *Treatment Procedures in Mental Health Counseling*
- < 250:254 *Counseling Children and Adolescents*
- < 290:262 *Intervention and Prevention with Children, Adolescents, and Parents*
- < 290:290 *Practicum in Counseling*
- < 290:291 *Internship*
- < 290:327 *Advanced Counseling Theories* (drop)
- < 290:385 *Readings in Counseling* (drop)
- < 290:389 *Seminar in Counseling* (drop)
- < 290:391 *Advanced Internship in Counseling* (drop)
- < 290:397 *Advanced Practicum in Counseling* (drop)
- < 290:398 *Research in Counseling* (drop)

Dolgener stated courses were dropped because intensive study area was dropped. Dolgener stated 290:224 was adding 1 hour but this was reflective of how the course was currently being taught. McGlade questioned if it this added hours to any program. Mackay responded the program effected has been restated and hours balance.

Gladden moved, Salim seconded to approve above courses. Motion carried.

- < 170:262 *Administration of Continuing and Lifelong Education* (drop)
- < 170:389 *Seminar in Postsecondary Education* (new)
- < 170:391 *Internship in Postsecondary Education* (new)
- < 170:397 *Practicum: Postsecondary Education* (new)

Dolgener stated the new courses were being initiated since the courses for the intensive study have been dropped.

Gladden moved, Salim seconded to approve above courses. Motion carried.

- < 270:3xx *Internship in Educational Leadership* (new)

- < 270:3xx *Organizational Processes and Communication* (new)
- < 270:3xx *Educational Leadership and Systems Change* (new)
- < 270:3xx[308] *Organizational Process and Communication* (renumbered from 190:310)
- < 270:311[311] *Educational Leadership and Systems Change* (renumbered from 190:311)

Dolgener stated courses were renumbered to move from doctoral to intensive study.

Regarding new courses 270:3xx *Internship in Educational Leadership*, 270:3xx *Organizational Processes and Communication*, and 270:3xx *Educational Leadership and Systems Change*, Marshall stated although forms don't indicate the library had been consulted, the library had actually been consulted and found no library resources concerns.

E. School of HPELS

Dolgener summarized pertinent graduate curriculum questions/issues within the School of Health, Physical Education, and Leisure Services curriculum packet, and motions, discussion, and voting was as follows:

- < 410:1xxg *Cultural Competency for Health Providers* (new)
- < 410:1xxg *Nutrition for Health Promotion* (new)
- < 410:160g *Community and Public Health*
- < 410:161g *Global Health Corps Mission*
- < 410:163g *Human Diseases*
- < 410:220 *Determinants of Health Behavior*

Regarding new course 410:1xxg *Cultural Competency for Health Providers* and 410:1xxg *Nutrition for Health Promotion*, Marshall stated the Library had just recently been consulted on these two courses. Budget constraints will affect purchases for these courses. The Library will be happy to work with faculty from HPELS to identify additional resources needed.

Gladden moved, Cyphert seconded to approve above courses. Motion carried.

- < 42T:2xx *Pathoetiology and Orthopaedic Assessment I* (new)
- < 42T:2xx *Pathoetiology and Orthopaedic Assessment II* (new)
- < 42T:2xx *Evidence Based Rehabilitation Practice I* (new)
- < 42T:2xx *Evidence Based Rehabilitation Practice II* (new)
- < 42T:2xx *Orthopedic Surgical Interventions* (new)
- < 42T:2xx *Current Topics in Athletic Training* (new)
- < 42T:2xx *Administration and Leadership in Athletic Training* (new)

Marshall stated the Library was consulted last year, but that the budget situation has changed since then. She noted that some of the new courses are medically related. She indicated that the Library owns some books related to medicine, but they tend to be general in nature. The library should purchase additional resources to fully support these courses, but these purchases will have to be purchases with existing HPELS funds and will have to compete with resources other subject areas taught in HPELS.

- < 430:130g *Adventure Dynamics*

Gladden moved, Salim seconded to approve above course. Motion carried.

- < 430:2xx *Trends and Issues in Philanthropy/Nonprofit Development*

Gable reported this has not been reviewed and approved by the College of Education Curriculum Committee.

Gladden moved, Salim seconded to table 430:2xx until reviewed/approved at COE Curriculum Committee.

- < 440:2xx *Quantitative Methods in HPELS* (new)
- < 440:2xx *Qualitative Methods in HPELS* (new)

Gladden moved, Salim seconded to approve above two new courses.

Gable stated there are outstanding objections. Gable stated this is very similar to existing courses. She stated the COE Graduate Study Committee was not OK with it, and it came out of the College Senate with a 5-3 vote.

Barry Wilson stated existing course 250:180g *Statistical Methods in Education* is sometimes taught by HPELS faculty for their HPELS majors. He expressed concerns on duplication.

M. Agran stated given the current budget climate, diverse content can fit into curriculum and there is a need for departments to share resources and be interdependent.

Salim moved, Gladden seconded to table above two new courses pending resolution on objections. Motion to table carried.

Due to lack of voting quorum, discussion of the College of Education graduate curriculum packet concluded.

VII. Graduate Curricular Items Postponed/Pending/Deferred

October 22, 2003, Minutes #002

Computer Science Department

New course 810:248 *Topics in Computer Systems*

New course 810:278 *Topics in Software Engineering*

(Returned courses for Computer Science Department approval regarding addition of statement concerning repeating courses.)

M.S. Computer Science Major

(Approved pending Computer Science language revision regarding oral defense.)

Mathematics Department

800:1xxg *Statistical Methods in Bioinformatics*

(Tabled until McGlade receives further clarification from Mathematics Department Chair regarding budget impact of \$10,000 for staff resource needs. At November 5 meeting, Ridenhour indicated \$10,000 can be dropped -tabled until revised form is completed and approved.)

October 29, 2003, Minutes #003

Modern Languages Department

770:101g and 770:103g

(Tabled pending clarification on renumbering.)

School of Music

560:161g *Opera Performance* and 560:162g *Advanced Opera*

(Tabled pending further consideration of title by School of Music)

Communicative Disorders Department

51C:164g *Neural Basis of Communication*

(Tabled and returned to department pending clarification on Graduate Faculty vote.)

M.A. - Major in Audiology

(McGlade to follow up with Graduate Council regarding further formal action needed to drop this suspended major.)

November, 2003, Minutes #004

College of Education, Interdepartmental

190:307 *Educational Data Analysis and Interpretation*

(Tabled pending further rationale from COE concerning being proposed as revision to an existing course rather than a new course.)

Curriculum and Instruction

230:299 *Research*

(Tabled until form submitted to include a repeat statement which would address needs of thesis students.)

240:289 *Seminar*

(Tabled until form is completed and approved which includes repeat statement in description.)

250:302 *Advanced Qualitative Methods in Educational Research*

(Tabled until new course form is completed and approved.)

240:xxx *Advanced Web Development*

(Tabled until further consultation with Computer Science and MIS on current and outstanding objections)

HPELS

430:2xx *Trends and Issues in Philanthropy/Nonprofit Development*

(Tabled pending review/approval by College of Education Curriculum Committee)

440:2xx *Quantitative Methods in HPELS*

440:2xx *Qualitative Methods in HPELS*

(Tabled pending further consultation with objecting departments)

McGlade announced next GCC meeting will be Wednesday, November 12, 11:00 a.m. The remaining proposals from the College of Education curriculum packet not yet reviewed, and the College of Social and Behavioral Sciences graduate curriculum packet will be reviewed. Location will be Lang 245.

Meeting adjourned at 12:50 p.m. due to lack of voting quorum.

Respectfully submitted,
Diane Wallace, GCC secretary

dmw

cc: Susan Koch
GCC Alternates
Coleen Wagner
Guests

MINUTES OF GRADUATE COMMITTEE ON CURRICULA

#005

November 12, 2003

Present: Dahms, Dolgener, Gladden, Mackay, Marshall, McGlade, Salim, Wallace
Alternate: S. Wurtz/M. Oleson
Absent: Fahmy
Guests: S. Alper, C. Edginton, R. Edmiaston, S. Etscheidt, S. Gable, H. Harton, A. Hays, L. Hensley, M. Herring, S. Hudson, S. Joslyn, B. Wilson

The meeting was called to order by Chair Jackie McGlade at 11:05 a.m. in Lang 245.

I. Welcome

Chair McGlade welcomed all members and guests.

II. Announcements

McGlade announced there would be new business coming forward at a later date from CNS, CHFA, and COE.

McGlade confirmed there would be a December 3 Graduate Curriculum Committee.

McGlade announced she will be gone for the GCC meeting November 19, but that Gladden has offered to chair that meeting for McGlade in her absence.

III. Approval of Minutes

Chair McGlade asked members to review GCC Minutes #004, November 5, 2003.

Gladden moved, Dahms seconded to approve minutes. Motion carried.

Dolgener stated on page 7, V.I.E., 2nd paragraph, 1st sentence should be corrected as follows: "Barry Wilson stated one section of existing course 250:180g *Statistical Methods in Education* is taught each semester by HPELS faculty for their HPELS majors."

Alper stated Deborah Gallagher had also commented on new courses 440:[210] and 440:[215] and the following statement should be added to the minutes after 2nd paragraph corrected above: "Deborah Gallagher commented that if that is the case, that is the choice of the department."

Editorial Note: Old Business should reflect the following concerning new course 800:1xxg *Statistical Methods in Bioinformatics*. "McGlade distributed communication from the Mathematics Department regarding new course 800:1xxg *Statistical Methods in Bioinformatics* which was tabled until revised form was completed and approved. McGlade stated information had been received.

Question was called on the motion to approve as amended. Motion carried and minutes were approved as amended.

IV. Old Business

McGlade distributed forms/information regarding curricular items which had been postponed/pending (referred to below).

- A. 770:101g *Advanced Russian I* and 770:103g *Advanced Russian II*
(Tabled at October 29 meeting pending clarification on renumbering.)

McGlade stated she had not heard anything further from Maria Basom. These two courses remained tabled.

- B. 560:161g *Opera Performance* and 560:162g *Advanced Opera*
(Tabled at October 29 meeting pending further consideration of title by School of Music)

McGlade stated per Susan Koch, Philip Patton, and Doug Koschmeder, the use of "workshop" in the title for these two specific courses was acceptable.

- C. New course 810:248 *Topics in Computer Systems*
New course 810:278 *Topics in Software Engineering*
(Returned courses for Computer Science Department approval regarding addition of statement concerning repeating courses.) McGlade distributed revised forms.

M.S. Computer Science Major

(Approved pending Computer Science language revision regarding oral defense.) McGlade indicated this information has been received.

- D. 440:210 *Quantitative Methods in HPELS*
(Tabled at November 5 pending resolution of objections.)

(McGlade distributed "Expanded Rationale for HPELS Statistics Course" from Larry Hensley) Dahms moved, Gladden seconded to approve 440:210 *Quantitative Methods in HPELS*.

Gable stated this course and 440:215 had been tabled pending consultation and consultation had not taken place.

Edginton stated consultation by phone had taken place with Barry Wilson. Edginton stated consultation had been attempted with Special Education but was referred to Deborah Gallagher who could not be reached.

Alper stated as department head she did not want to negotiate for a course which a senior faculty member teaches.

Dolgener stated this was passed by COE Senate by a 5-3 vote, and commented he did not feel further consultation would resolve this issue.

McGlade moved for GCC to go to Executive Session.

GCC returned from Executive Session.

Marshall stated the Library had not been consulted on this new course, and indicated that the library owns many resources on the general topic of quantitative research, but few of these focus on research in the HPELS subject areas.

Question was called on the motion to approve 440:210 *Quantitative Methods in HPELS*. Motion carried.

- E. 440:215 *Qualitative Methods in HPELS*
(Tabled at November 5 pending resolution of objections.)
Dahms moved, Gladden seconded to approve 440:215 *Qualitative Methods in HPELS*.

Alper stated the Special Education Department had objected to this course, and had read through the expanded rationale from Larry Hensley. Alper indicated HPELS had stated 220:293 *Qualitative Research in Special Education* was not very contextual, and she clarified that this course was never intended to be only for special

education settings. She stated Deborah Gallagher was unable to be present at this GCC meeting due to illness. Alper stated with lack of consultation with senior faculty person and without her presence for internal discussion at GCC, the objection from Special Education Department stands.

Question was called on the motion to approve 440:215 *Qualitative Methods in HPELS*. Motion carried.

- F. 220:140g *Home Intervention Services to Infants and Toddlers with Disabilities and Their Families*
220:142g *Classroom Instructional Management for Students with Mild Disabilities (K-6)*
220:143g *Classroom Instructional Management for Students with Mild Disabilities (7-12)*
220:146g *Methodology and Assessment for Students with Mild Disabilities (K-6)*
220:147g *Methodology and Assessment for Students with Mild Disabilities (7-12)*
220:187g *Teaching Students with Severe Disabilities*
220:192g *Experience in Special Education*
220:295 *Low Incidence Research Design*
220:340 *The Law, the Policy, and the Administration of Special Education*

Dolgener indicated changes were minor, and indicated he found no areas of concern. Gladden moved, Salim seconded to approve above courses. Motion carried.

- G. 190:307 *Educational Data Analysis and Interpretation*
(Tabled at November 5 meeting pending further rationale from COE concerning being proposed as revision to an existing course rather than a new course.) McGlade indicated rationale has been provided.
190:xxx *Seminar: Qualitative Research* (new course)
(McGlade distributed new course Form D-674)
230:299 *Research*
(Tabled at November 5 meeting until form has been submitted to include a repeat statement which would clarify and address needs of thesis students.) (Form forthcoming from department.)
240:285 *Readings in Media*
240:289 *Seminar*
(Tabled at November 5 meeting until form which includes repeat statement in description is completed and approved.) (McGlade distributed Forms C-1509 and C-1510)
250:302 *Qualitative Methods in Educational Research*
(Tabled at November 5 meeting pending completion and approval of a new course form.)
240:xxx *Advanced Web Development*
(Tabled at November 5 meeting)

McGlade distributed forms as noted above. Edmiaston and Herring indicated 240:xxx *Advanced Web Development* should be removed from the packet. Dahms moved, Gladden seconded to approve above courses with the exception of 240:xxx *Advanced Web Development*. Motion carried.

(Editorial notes: Wallace brings the following to GCC members attention regarding above items which were approved November 12:

Existing course 250:302 *Qualitative Methods in Educational Research* is in curriculum packet as a proposed new 250:xxx number with title *Advanced Qualitative Methods in Educational Research*. GCC tabled this course pending completion of a new course form from Department of Educational Psychology and Foundations. This course was approved but I do not have a new course form for this course - per Mackay and Wallace conversation with Barry Wilson after meeting, this is forthcoming.

- H. 200:109g *Development of Young Children*
Gladden moved, Dahms seconded to approve above course.

Mackay stated changes were made to bring course in line with NCATE standards.

Question was called on the motion to approve. Motion carried.

I. Educational Leadership, Counseling, and Postsecondary Education – Program Restatements

Advanced Studies Certificate in Educational Leadership

Major in Mental Health Counseling

Major in Postsecondary Education: Student Affairs

School Counseling

Dolgener indicated changes were minor, and indicated he found no areas of concern. Dahms moved, Gladden seconded to approve above restatements.

Marshall questioned how a student would know the Advanced Studies in Educational Leadership is a certificate versus a major. Mackay responded students are advised of this upon admission.

J. Educational Psychology – Program Restatements

MAE: Major in Educational Psychology

MAE: Professional Development for Teachers

Dolgener indicated changes were minor, and indicated he found no areas of concern. Salim moved, Dahms seconded to approve above restatements. Motion carried.

K. C&I – Program Restatements

MAE: Early Childhood Education

MAE: Major in Curriculum and Instruction: Educational Technology

MAE: Major in Performance and Training Technology

MAE: Curriculum and Instruction: Elementary Education

MAE: Curriculum and Instruction: Literacy Education

MAE: Curriculum and Instruction: Middle Level Education

Dolgener indicated changes were minor, and indicated he found no areas of concern except the *Curriculum and Instruction: Elementary Education* major which needed to have hours corrected. Dahms moved, Gladden second to approve above restatements with the exception of *Curriculum and Instruction: Elementary Education*. Motion carried.

Dahms moved, Gladden seconded to table *Curriculum and Instruction: Elementary Education* restatement until form submitted correcting hours in major. Motion carried.

L. HPELS – Program Restatements

MA: Major in Health Education

Dolgener indicated hours needed to be corrected. Gladden moved, Dahms seconded to table the *MA: Major in Health in Education* until form submitted correcting hours. Motion carried.

MA: Major in Physical Education

Dolgener indicated changes were minor, and he found no areas of concern. Gladden moved, Dahms seconded to approve *Major in Physical Education*. Motion carried.

MA: Major in Leisure, Youth and Human Services

Dolgener indicated changes were minor, and he found no areas of concern. Gladden moved, Dahms seconded to approve *Major in Leisure, Youth and Human Services*.

M. Special Education – Admission Restatement

Doctoral Program in Special Education

Gladden moved, Dahms seconded to approve *Doctoral Program in Special Education* admission restatement.

Etscheidt stated this restatement indicates students are not required to take the GRE.

Question was called on the motion to approve. Motion carried.

N. *Doctoral Program – Restatement of General Regulations*

Dahms moved, Gladden seconded to approve doctoral program restatement of general regulations. Motion carried.

V. *Review of Curriculum Review Procedures*

McGlade stated Dahms would be leading the review of the College of Social and Behavioral Sciences graduate curriculum packet. McGlade indicated graduate curriculum would be reviewed by department as follows: motion to approve the specified department or specific items within that department, a second to that motion, discussion, and vote.

VI. *Review of College of Social and Behavioral Sciences Packet (Graduate)*

Editorial notes:

- < Per Graduate Council decision, all "g" courses must have "junior standing" designated as a prerequisite (but not "junior standing or consent of instructor"). D. Wallace will handle this editorially, and no specific changes in the abstract relative to this will be noted in the minutes.
- < Course numbers which have changed and are denoted in abstract under the old number (as well as those not in abstract but in catalog) will be edited by D. Wallace throughout the curriculum review and catalog process. No specific changes in the abstract relative to this will be noted in the minutes.

A. *Master of Public Policy*

Dahms summarized pertinent graduate curriculum questions/issues for the Master of Public Policy, and found no areas of concern.

Dolgener moved, Gladden seconded to approve the Master of Public Policy restatement.

Allen Hays stated the restatement included the new accelerated program which is designed to recruit top quality undergraduates. He indicated he did not anticipate a large group taking advantage of this accelerated program, but it is an attractive option for undergraduate Public Administration majors.

Question was called on the motion to approve. Motion carried.

B. *Psychology Department*

Dahms summarized pertinent graduate curriculum questions/issues within the Department of Psychology curriculum packet, and motions, discussion, and voting was as follows:

- < 400:0xx *Psychology of Work*
- < 400:1xxg *Motivation and Emotion*
- < 400:1xxg *Psychology of Music*
- < 400:2xx *Research Design*
- < 400:2xx *Applied Behavior Analysis*
- < 400:2xx *Learning and Cognition*
- < 400:2xx *Organizational Consulting & Change Management*
- < 400:2xx *Training & Instructional Design*
- < 400:2xx *Performance Appraisal*
- < 400:2xx *Brain, Biology and Behavior*
- < 400:2xx *Ethical Issues in Psychological Intervention*
- < 400:2xx *Ethical Issues in Psychological Assessment*
- < 400:2xx *Recruitment and Selection*

< 400:2xx *Career Development in Organizations*

Dolgener moved, Gladden seconded to approve above courses.

Dahms questioned the \$1150 for staff resources indicated for *Organizational Consulting and Change Management*. Helen Harton stated this course would be taught by an emeritus faculty and resources were being covered through the department/college. Harton also stated new faculty have been hired in Psychology and, therefore, resources were available to teach above courses.

Question was called on the motion to approve. Motion carried.

Gladden moved, Dolgener seconded to approve above course. Motion carried.

- < 400:118g *History and Systems of Psychology*
- < 400:125g *Child Psychopathology*
- < 400:130g *Computer Programming for Psychological Application*
- < 400:142g *Abnormal Psychology*
- < 400:149g *Principles of Psychological Testing*
- < 400:150g *Conditioning and Learning*
- < 400:152g *Sensation and Perception*
- < 400:157g *Personnel Psychology*
- < 400:162g *Social Psychology*
- < 400:225 *Advanced Psychopathology*
- < 400:239 *Advanced Statistics and Research Design*
- < 400:249 *Cognitive and Intellectual Assessment*
- < 400:262 *Personality Assessment*
- < 400:270 *Psychological Intervention I: Theory, Research and Practice*
- < 400:272 *Psychological Intervention II: Cognitive and Behavioral Therapy*

Dahms indicated he found no concerns with above changes in courses. Gladden moved, Dolgener seconded to approve above courses.

Gladden asked if changes in prerequisites effected hours in any major, and Harton replied it did not.

Question was called on the motion to approve. Motion carried.

MA: Major in Psychology restatement

Dahms indicated he found no concerns with above restatement. Dolgener moved, Gladden seconded to approve above restatement.

Harton stated the restatement included renaming two emphases, adding a sentence regarding consultation with a Graduate Coordinator, adding statement regarding thesis approval, and changing number of hours in major.

Dolgener questioned what consequences there were for the student if thesis is not done. Harton responded the statement is included to show expectation to stay on track although actual action the department can take for consequences is limited. Harton indicated this is the first semester this has been done, and it did increase numbers staying on track.

Question was called on the motion to approve. Motion carried.

C. Geography Department

Dahms summarized pertinent graduate curriculum questions/issues within the Department of Geography curriculum packet, and motions, discussion, and voting was as follows:

- < 970:1xxg *Satellite Image Processing*
- < 970:1xxg *GIS Applications in the Social Sciences*

Dahms indicated he found no concerns with above courses. Dolgener moved, Gladden seconded to approve above new courses. Motion carried.

- < 970:111g *Cultural Geography*
- < 970:117g *Transportation Geography*
- < 970:165g *Thematic Cartography*

Dahms indicated he found no concerns with above courses. Dolgener moved, Gladden seconded to approve above courses. Motion carried.

- < 970:142 *Geography of North America*

Dahms indicated this course is crosslisted with 900:135 and reflects the sequence of course in program. Dahms indicated he found no concerns with above course. Gladden moved, Dolgener seconded to approve above course. Motion carried.

Discussion concluded before losing quorum.

VII. Graduate Curricular Items Postponed/Pending/Deferred

October 29, 2003, Minutes #003

Modern Languages Department

770:101g and 770:103g

(Tabled pending clarification on renumbering.)

Communicative Disorders Department

51C:164g *Neural Basis of Communication*

(Tabled and returned to department pending clarification on Graduate Faculty vote.)

M.A. - Major in Audiology

(McGlade to follow up with Graduate Council regarding further formal action needed to drop this suspended major.)

November, 2003, Minutes #004

Curriculum and Instruction

250:302 *Advanced Qualitative Methods in Educational Research*

(Tabled until new course form is completed and approved.)

HPELS

430:2xx *Trends and Issues in Philanthropy/Nonprofit Development*

(Tabled pending review/approval by College of Education Curriculum Committee)

Curriculum and Instruction

Curriculum and Instruction: Elementary Education restatement

(Tabled at November 12 meeting until form submitted correcting hours in major.)

Health, Physical Education, and Leisure Services

MA: Major in Health Education restatement

(Tabled at November 12 meeting until form submitted correcting hours in major.)

McGlade announced next GCC meeting will be Wednesday, November 19, 11:00 a.m. with Gladden as Acting Chair in McGlade's absence. The remaining proposals from the College of Social and Behavioral Sciences curriculum packet (beginning with Social Work), and the College of Business graduate curriculum packet will be reviewed. Location will be Lang 245.

Meeting adjourned at 12:50 p.m.

Respectfully submitted,
Diane Wallace, GCC secretary

dmw

cc: Susan Koch
GCC Alternates
Coleen Wagner
Guests

Date: _____

Contact
Person: _____

Phone: _____

Curriculum Proposals Packet ID: 327
Listing of Enclosed Forms

Form C	Title	Form ID
Change Course	280:070 – Human Relations: Awareness and Application	C-1693

Form Gb	Nature of Change	Form ID
Catalog Changes	Change in program descriptive information	GB-79
Catalog Changes	Change in program descriptive information	GB-77

Form J	Reason	To
Consultation	On the request of the State Accreditat...	Department Heads

CHECKLIST []

1. Has appropriate consultation been completed and has all consultation correspondence been included? []
2. Have any unresolved objections to college-approved proposals been identified? []
3. Have all college-approve proposals which violate curricular guidelines been identified? []
4. Have all budgetary needs been identified and estimated? []
5. For graduate level courses and programs, has approval been obtained from departmental graduate faculty? []
6. Does your curriculum proposal reflect findings from other planning processes such as Academic Program Reviews, Student Outcomes Assessment, Strategic Planning, and/or licensure, accreditation, and reaccreditation requirements? []
7. For a new major or minor program, has the appropriate Regents Program Review form been completed? []
8. Have the required signatures been obtained for all proposals? []

Note to College Senators Reviewing these Proposals:

Please visit <http://kaparthi.cba.uni.edu/Curriculum/Senators/viewProposals.cfm> on the Web and enter Packet ID 327, to view a summary of these proposals online.

FORM C — CHANGES TO AN EXISTING COURSE

DEPT/SCHOOL: Student Field Experiences COLLEGE: Education

1. Present Course Information:

- a. Present Catalog Page: 202
- b. Present Course Number: 280:070
- c. Present Course Title: Human Relations: Awareness and Application
Present Abbreviation:
- d. Present Credit Hours: 3 hrs.
- e. Present Description: (Limited to 280 characters, including spaces and prerequisites)
Development of awareness of various societal subgroups, recognizing and dealing with dehumanizing biases, and learning to relate effectively to various groups in order to foster respect for human diversity. Emphasis on self-awareness in human relations issues and how this awareness can be translated into positive relationships with others is stressed. Corequisite: Student teaching. (Offered Fall, Spring and Summer)
- f. Present Prerequisites, including any "hidden" prerequisites:

2. Identify all proposed change(s):

- a. Course # change, including an add/drop of "g" designation:
- b. Title change (If longer than 26 characters, including spaces, also provide an abbreviation to be used by the Office of the Registrar):
Proposed Abbreviation:
- c. Credit Hour Change:
- d. Description change (Limited to 280 characters, including spaces and prerequisites):

Development of awareness of various societal subgroups, recognizing and dealing with dehumanizing biases, and learning to relate effectively to various groups in order to foster respect for human diversity. Emphasis on self-awareness in human relations issues and how this awareness can be translated into positive relationships with others is stressed.
[Delete Corequisite: Student teaching.] (Offered Fall, Spring and Summer)
- e. Prerequisite change (Note that any "hidden" prerequisites must be explicitly listed and all courses with a "g" designation must, at a minimum, include the statement: "Junior Standing or Consent of Instructor"):

3. Identify the impact on majors, minors, certificates, courses and/or prerequisites within or outside of the department:

None

4. Explanation and justification:

According to the State Program Approval Review Team Report dated October 12-15, 2003, Item 281-79.13(256) (2) the placement of the Human Relations course in the middle of the student teaching semester negates student teaching as a consecutive and full-time experience. Pg. 17

5. If a "g" designation has been added:

- a. Explain why the course is appropriate for graduate students
 - b. Describe the differences in requirements for graduate students:
 - c. Have the departmental graduate faculty approved this change?:
-

6. If the course number is to be changed (other than a change in "g" designation), will students who have received credit under the existing number be permitted to register for and receive credit for the course under the proposed new number?: Not Applicable

7. Describe how the proposed change(s) will affect the usage of computer and library resources and facilities:

None

8. Consultation summary: Check the appropriate response(s) [Must consult with all those identified in #3 and #7 above]:

Departments Contacted For Consultation	Response
--	----------

9. Will this curriculum change increase the total budgetary requirements of the Department?

No

a. If NO, explain why not.

It is an existing course.

b. If YES, identify the total costs.

(1) Staff	\$0.00
(2) Additional facilities	\$0.00
(3) Equipment	\$0.00
(4) Support personnel	\$0.00
(5) Library requirements	\$0.00
(6) Computer service	\$0.00
(7) Educational technology	\$0.00

(8) Other services (identify):	\$0.00
TOTAL	\$0.00

FORM G -- OTHER CATALOG CHANGES AND/OR ADDITIONS

DEPT/SCHOOL: Student Field Experiences COLLEGE: Education

B. CHANGES WHICH ARE NOT CURRICULAR IN NATURE

Included in this section are administrative unit name changes, a change in the three-digit course prefix number, changes in or additions to descriptive program or department information, program title changes (when no other program change has been made), and similar non-curricular changes

This section is handled directly by the Office of Academic Affairs and is not reviewed by the UCC and/or GCC

1. Catalog Page: 45
-

2. Nature of Change:
Change in program descriptive information
-

3. Proposed statement or restatement as it is to appear in the Catalog (changes should appear in bold type):

All candidates for the Bachelor of Arts-Teaching Program are required to take the courses in professional education and a minimum of one departmental methods course. In addition, all candidates must be admitted to the Teacher Education Program. Admission procedures are initiated at a required orientation session during Level I of the Professional Education sequence.

220:150 Meeting the Needs of Diverse
Learners in the Classrooms.....2
240:020 Educational Media or
240:031 Educational Media and Classroom Computing.....2-3
Add 280:070 Human Relations: Awareness and Applications.....3
(The student must be fully admitted to the Teacher Education
Program.)

Level I

200:017 Field Experience: Exploring Teaching.....1
200:030 Dynamics of Human Development.....3

Level II

(Before enrolling in Level II, the student must be fully admitted to the Teacher Education Program.)

200:128 Field Experience: Teacher as a Change Agent.....1
200:148 Learning and Instruction in Classroom Contexts.....3
250:150 Classroom Evaluation Instruments.....2

Level III

(Before enrolling in Level III, the student must be fully

admitted to the Teacher Education Program.)
260:119 Schools in American Society.....3

Student Teaching

(Before enrolling in Student Teaching, the student must be fully admitted to the Teacher Education Program.)

Delete 280:070 Human Relations: Awareness and Applications

Corequisite - 280:1xx.....3

280:1xx Student Teaching (course number denotes area in which experience is gained: 280:132,134,135,137,138,139,140,250)...12

Delete Corequisite - 280:070

4. Justification:

According to the State Program Approval Review Team Report dated October 12-15, 2003, Item 281-79.13(256)(2) the placement of the Human Relations course in the middle of the student teaching semester negates student teaching as a consecutive and full-time experience. Pg. 17

FORM G — OTHER CATALOG CHANGES AND/OR ADDITIONS

DEPT/SCHOOL: Student Field Experiences COLLEGE: Education

B. CHANGES WHICH ARE NOT CURRICULAR IN NATURE

Included in this section are administrative unit name changes, a change in the three-digit course prefix number, changes in or additions to descriptive program or department information, program title changes (when no other program change has been made), and similar non-curricular changes

This section is handled directly by the Office of Academic Affairs and is not reviewed by the UCC and/or GCC

1. Catalog Page: 46
-

2. Nature of Change:
Change in program descriptive information
-

3. Proposed statement or restatement as it is to appear in the Catalog (changes should appear in bold type):
STUDENT TEACHING

Student teaching is a period of guided teaching which is a full semester in length. During this time, the student assumes increasing responsibility for the teaching-learning activities in the classroom. The student receives twelve (12) semester hours of credit for student teaching, evaluated on a credit/no-credit/withdrawal system. **Delete and three (3) semester hours of graded credit for Human Relations (see page 45).** Interinstitutional student teachers who enroll at UNI, including those on the Regents' Universities Student Exchange Program, may be evaluated on a graded basis (e.g., A, B, C, D, F) upon written request at the time of application from the Registrar of the home institution. **Delete Students are required to enroll in 280:070 concurrently with student teaching. Students who elect to student teach out-of-state or internationally are required to take Human Relations prior to the student teaching semester.**

4. Justification:
According to the State Program Approval Review Team Report dated October 12-15, 2003, Item 281-79.13(256) (2) the placement of the Human Relations course in the middle of the student teaching semester negates student teaching as a consecutive and full-time experience. Pg. 17

FORM D -- NEW COURSE PROPOSAL

DEPT/SCHOOL: Health, Physical Education and Leisure Services, School of
COLLEGE: Education

1. New Course Information

- a. Proposed Course Number: 440:215
- b. Proposed Course Title: Qualitative Methods in HPELS
Proposed Abbreviation: Qual. Meth. in HPELS
- c. Proposed Credit Hours: 3 hrs.
- d. Proposed Description: (Limited to 280 characters, including spaces and prerequisites)
An application of qualitative methods of data collection and analysis to topics in athletic training, health promotion and education, physical education, leisure, and youth, and human services. This course makes a logical transition from 220:293. As such 220:293, or equivalent, is a prerequisite.
- e. Proposed Prerequisites, including any "hidden" prerequisites:
220:293 Qualitative Research in ~~Education~~ Education

2. Justification for the addition of this course

- a. Identify the relationship of the proposed course to other planning processes (ie. Academic Program Review, Student Outcomes Assessment, strategic planning, and licensure or accreditation/re-accreditation requirements).
At present, no course exists within the College of Education that deals with the treatment of qualitative forms of data in non-school settings. As a large number of graduate students in HPELS are writing theses in community service oriented areas, it is necessary to provide them an opportunity to learn to use qualitative methodology.
- b. Identify whether the proposed course is part of any new or existing program (as either a required or elective course in a major, minor, emphasis, or certificate).
Modifies an existing program: MA in Physical Education, MA in Health Education, MA in Leisure, Youth and Human Services

- c. Identify the type of students likely to take the course (ie. graduate students, seniors, majors, minors).

Graduate students in HPELS

- d. Identify the expected frequency with which the course is to be offered.

Fall

- e. List the names of any prospective instructors, if possible.

Rod Deiser, Sam Lankford, Kathy Scholl

- f. List any other courses with similar content or title which are offered by another department.

220:293 Qualitative Research in ~~XXXXXX~~ Education

250:302 Qualitative Methods in Educational Research

3. For 100g, 200, and 300-level courses:

- a. Explain why the course is appropriate for graduate credit.

This course will involve techniques of research appropriate for thesis work.

- b. Identify the differences in requirements and expectations for undergraduate and graduate students enrolled in the proposed course.

NA

- c. Have the departmental graduate faculty approved this proposal?

Yes

4. Identify the semester(s) during which the proposed course has been taught on an experimental basis and the student enrollment each time it has been taught.

Summer 2001

5. Provide an outline of the proposed course, including the proposed topic coverage, textbook(s), supplemental reading(s), and pedagogy. If the course has been taught before, please include a syllabus, if possible.

Qualitative Methods in HPELS

COURSE DESCRIPTION:

An application of quantitative methods of data collection and analysis to topics in athletic training, health promotion and education, physical education, leisure, and youth and human services. This course makes a logical transition from ~~250:302~~ 220:293. As such ~~250:302~~ 220:293 is a prerequisite.

COURSE OBJECTIVES:

1. To become aware of and conversant in the specific literature that applies to the qualitative research methods in the professional areas of athletic training, health promotion and education, physical education, leisure, and youth and human services.
2. To gain an awareness of the application of methods of quantitative research (ethnographical, biographical, phenomenological, grounded theory and case studies) as applied to the professional areas of athletic training, health promotion and education, physical education, leisure, and youth and human services.
3. To apply qualitative evaluative strategies in the areas of programming, service delivery, and administration in the professional areas of athletic training, health promotion and education, physical education, leisure, and youth and human services.
4. To gain experience in developing and facilitating a qualitative research interview as applied to the professional areas of athletic training, health promotion and education, physical education, leisure, and youth and human services.
5. To gain experience in preparation of a research idea and proposal specific to athletic training, health promotion and education, physical education, leisure, and youth and human services.
6. To gain practical experience in preparing qualitative analysis that can be utilized in the delivery and evaluation of programs and services in the professional areas of athletic training, health promotion and education, physical education, leisure, and youth and human services.
7. To critically review and analyze qualitative research studies and qualitative evaluative reports in the professional areas of athletic training, health promotion and education, physical education, leisure, and youth and human services.

COURSE CONTENT:

- I. Overview and Review of Qualitative Research Methods from 220:293 Qualitative Research in ~~Sports~~ Education
 - A. Ontological Assumptions
 - B. Epistemological Assumptions
 - C. Types of research (e.g., positivism, post-positivism, interpretivism)
 - D. Prestudy tasks
 - E. Ethics
- II. The Role and Value of Qualitative Research Methods in Evaluation
 - A. Athletic Training
 - B. Health Promotion and Education
 - C. Leisure Services
 - D. Physical Education
 - E. Youth and Human Services
- III. Application of Differing Traditions of Qualitative

Research to HPELS

- A. Ethnographical
- B. Biographical Life Histories
- C. Phenomenological
- D. Grounded Theory
- E. Case Studies
- F. Confessionals
- G. Poetic Representations
- H. Ethnodrama
- I. Content Analysis

IV. Application of Qualitative Interview Techniques Specific to HPELS

- A. Semi-Structured Interview Schedule
- B. Structured Interview Schedule
- C. Conversational Approach
- D. HPELS Theoretical Frameworks Grounded to Interviews, e.g. flow theory, Kelly's sociological theory of leisure, Neulinger's social psychological theory of leisure, sport commitment model, multi-dimensional model of sport leadership, the inverted U hypothesis, social responsibility theory in physical education, teaching effectiveness in physical education, tactical games modeling, contagion theories

V. Application of Data Analysis to Qualitative Research Specific to HPELS

- A. Contact Summary Sheet
- B. Codes and Coding
- C. Constant Comparison
- D. Cross Case Displays
- E. Verification and Credibility and Dependability
- F. Software Applications, e.g. Nudist

VI. The Interface Between Qualitative Evaluation and Research in HPELS

- A. Program
- B. Promotion
- C. Price
- D. Place

COURSE REQUIREMENTS:

I. Take-Home Final Exam 40 points

This will be a comprehensive exam consisting of short answer and synthesis questions. The exam will cover concepts that were introduced in the class readings and discussions/lectures.

II. Small Group Qualitative Study and Presentation 35 points

In groups of four, students are to identify a preoccupation that is shared which entails a real question related to health, physical education or leisure services. Each student will interview someone and collectively the group will look for themes via a constant comparison method of data analysis. Some

class time for work on this project will be provided. Class presentations are scheduled for the last week of the course. (No written submission is required but you are expected to clear your research idea with the instructor). Please consider the following presentation format:

- 5 minutes ☐ background to your interest area
- 5 minutes ☐ related literature
- 10 minutes ☐ present summary of data with some illustrative quotes or examples (themes)
- 10 minutes ☐ offer your interpretative account, including: (1) what you expected to find out; (2) what you found out; (3) what surprised you; and (4) how your research question has been re-framed or re-directed.
- 5 minutes ☐ reflection on your research process

The presentation will be followed by a 10-20 minute within class discussion.

III. Class participation 10 points

Each student is expected to read assigned articles and come to class ready to participate in a discussion.

IV. Presentation 15 points

Each student will be assigned a reading to summarize and discuss within class. The 20 minute presentation should include: (1) highlighting a few key concepts or ideas; (2) sharing some personal responses in terms of how the ideas connect with your prior experience; and (3) offering two or three questions to initiate a class discussion about the reading.

GRADING SCALE AND CRITERIA:

A	95-100 points
A-	90-94 points
B+	87-89 points
B	83-86 points
B-	80-82 points
C+	77-79 points
C	73-76 points
C-	70-72 points
D+	67-69 points
D	63-66 points
D-	60-62 points
F	59 points or less

A= Excellent scholarship; students display an excellent level of knowledge of course content as demonstrated by ability to accurately repeat, synthesize, and apply specific information given through lectures, discussions, readings, handouts, guest speakers, and various forms of media used in class to complete assignments or as evident during class discussion. He or she actively pursues additional information, critiques information presented, completes assignments on time, uses proper grammar and spelling in all written work, and follows format requested by

professor.

B= Above average academic performance; student displays an above average level of knowledge of course content as demonstrated by ability to somewhat accurately repeat, synthesis, and apply specific information given through lectures, discussions, readings, handouts, guest speakers, and various forms of media used in class to complete assignments or as evident during class discussion. He or she occasionally pursues additional information, critiques information presented, completes assignments on time, uses proper grammar and spelling in all written work, and follows format requested by professor.

C= Average academic performance: student displays an average level of knowledge of course content as demonstrated by ability to periodically repeat, synthesis, and apply information given through lectures, discussions, readings, handouts, guest speakers, and various forms of media used in class to complete assignments or as evident during class discussion. He or she completes assignments on time, uses proper grammar and spelling in all written work, and follows format requested by professor.

D= Below average academic performance; student displays a below average level of knowledge of course content as demonstrated by ability to repeat general information given through lectures, discussions, readings, handouts, guest speakers, and various forms of media used in class to complete assignments or as evident during class discussion. He or she occasionally completes assignments on time, uses proper grammar and spelling in all written work, and follows format requested by professor.

F= Failing academic performance; student displays a lack of knowledge of course content as demonstrated by lack of ability to repeat, synthesize, or apply general information through lectures, discussions, readings, handouts, guest speakers, and various forms of media used in class to complete assignments or as evident during class discussion. He or she fails to complete assignments on time, uses proper grammar and spelling in all written work, and follows format requested by professor.

EXTRA INFORMATION:

- I. Beyond the student assessment criteria, evaluation points can be deducted for actions that demonstrate disrespect toward members of the class. Disrespectful actions can include: sexual comments, harassment, swearing, purposely trying to devalue another group or individual in class, and so forth. Students will be notified in written if they either: a) are close to losing respect points (warning) or if they have lost respect points.
- II. All assignment must be handed in at the beginning of class or it will be considered late. A deduction of 10% per day will occur for each day the assignment is late.
- III. Plagiarism is not acceptable. No students shall submit the words, ideas, images, or data of another person as his or her own in any academic writing, essay, thesis, research

project, or assignment in a course or program of study.

READINGS:

Books (Standard and HPELS oriented):

Creswell, J. W. (1998). Qualitative inquiry and research design: Choosing among five traditions. Thousand Oaks, CA: Sage Publications

Glesne, C. (1999). Becoming qualitative researchers: An introduction. New York: Lognman.

Henderson, K. A. (1991). Dimensions of choice: A qualitative approach to recreation, parks, and leisure research. State College, PA: Venture.

Kvale, S. (1996). Interviews: An introduction to qualitative research interviewing. Thousand Oaks, CA: Sage Publications

Sparkes, A. C. (2002). Telling tales in sport and physical activity: A qualitative journey. Champaign, IL: Human kinetics.

Qualitative Research/evaluative Articles from HPELS:

Carson, T. R. (1986). Closing the gap between research and practice: Conversations as a mode of doing research. Phenomenology + Pedagogy 4(2) 73-84

Dieser, R. B. (2003). Understanding cross-ethnic interactions when using therapeutic recreation practice models in therapeutic recreation practice. Therapeutic Recreation Journal, 37(2), 175-189. (Phenomenological study)

Dieser, R. B. (2002). A personal narrative of a cross-cultural experience in therapeutic recreation: Unmasking the masked. Accepted in the Therapeutic Recreation Journal, 34(1), 84-96. (Narrative/confessional Study)

Holt, H. L., & Sparkes, A. C. (2001). An ethnographical study of cohesiveness in a college soccer team over a season. The Sport Psychologist, 15(3), 237-259. (Ethnographical study)

Hutchinson, S. L., & Kleiber, D. A. (2000). Heroic masculinity following spinal cord injury: Implications for therapeutic recreation practice and research. Therapeutic Recreation Journal, 34(1), 42-54. (content analysis).

Pagnano, K., & Langley, D. J. (2001). Teachers perspectives on the role of exercise as a management tool in physical education. Journal of Teaching in Physical Education, 21, 57-74. (Case study).

Shaw, S., & Dawson (2001). Purposive leisure: Examining parental discourse on family activities. Leisure Science, 23(4), 217-231. (Combined phenomenological and ethnographical study)

Wallace, L. S. (2003). Diabetes coverage in mass-circulating

women/s magazines, 1995 □ 2001. American Journal of Health Education, 34(2) 97-100. (content analysis)

Weber, S. J. (1986). The nature of interviewing. Phenomenology + Pedagogy 4(2) 65-72

Wesley, J. K. (2001). Negotiating gender: Bodybuilding and the natural/unnatural continuum. Sociology of Sport Journal, 18(2), 162-180. (Phenomenological study)

6. Describe how students in this proposed course will use computer and library resources and facilities.

Students will make use of the new computer classroom in the WRC when appropriate.

7. Consultation summary: Check the appropriate response(s)
[Must consult with all those identified in #2f and #6 above]

Departments Contacted For Consultation

Response

Ed. Psych. and Foundations

Has Impact - No Objections

Special Education

Has Impact - No Objections

8. Will this proposed new course increase the total budgetary requirements of the Department?

No

- a. If NO, explain why not.

Course is an alternative to the Quantitative Methods in HPELS course and will be offered at a reduced frequency dependent on faculty availability.

- b. If YES, identify the total costs.

(1) Staff	\$0.00
(2) Additional facilities	\$0.00
(3) Equipment	\$0.00
(4) Support personnel	\$0.00

(5) Library requirements	\$0.00
(6) Computer service	\$0.00
(7) Educational technology	\$0.00
(8) Other services (identify)	
	\$0.00
TOTAL	\$0.00

FORM D -- NEW COURSE PROPOSAL

DEPT/SCHOOL: Health, Physical Education and Leisure Services, School of
COLLEGE: Education

1. New Course Information

- a. Proposed Course Number: 440:210
 - b. Proposed Course Title: Quantitative Methods in HPELS
Proposed Abbreviation: Quantitative Methods
 - c. Proposed Credit Hours: 3 hrs.
 - d. Proposed Description: (Limited to 280 characters, including spaces and prerequisites)
Practical statistical applications commonly used in health, physical education, leisure and exercise science with a focus on the analysis and interpretation of data through the use of computer software packages.
 - e. Proposed Prerequisites, including any "hidden" prerequisites:
250:180g or equivalent
-

2. Justification for the addition of this course

- a. Identify the relationship of the proposed course to other planning processes (ie. Academic Program Review, Student Outcomes Assessment, strategic planning, and licensure or accreditation/re-accreditation requirements).
The addition of this course will allow HPELS to offer a graduate level statistics course in preparation for the thesis. This course will address data collected from both the physical and the behavioral science areas. Currently, there are no 200 level statistics courses offered in the College of Education other than statistics specific to educational psychology.
- b. Identify whether the proposed course is part of any new or existing program (as either a required or elective course in a major, minor, emphasis, or certificate).
Modifies an existing program: MA in Physical Education, MA in Health, MA in Leisure, Youth and Human Services
- c. Identify the type of students likely to take the course (ie. graduate students, seniors, majors, minors).

Graduate students in HPELS

- d. Identify the expected frequency with which the course is to be offered.
Spring and Fall
 - e. List the names of any prospective instructors, if possible.
Larry Hensley, Sue Joslyn, Sam Lankford, Mickey Mack, Jennifer Waldron
 - f. List any other courses with similar content or title which are offered by another department.
250:180g Statistical Methods in Education
250:281 Statistics and Measurement
-

3. For 100g, 200, and 300-level courses:

- a. Explain why the course is appropriate for graduate credit.
The addition of this course will allow HPELS to offer a graduate level statistics course in preparation for their professional career in the HPELS area. This course will address data collected from both the physical and the behavioral science areas.
 - b. Identify the differences in requirements and expectations for undergraduate and graduate students enrolled in the proposed course.
Graduate students only
 - c. Have the departmental graduate faculty approved this proposal?
Yes
-

4. Identify the semester(s) during which the proposed course has been taught on an experimental basis and the student enrollment each time it has been taught.
None
-

5. Provide an outline of the proposed course, including the proposed topic coverage, textbook(s), supplemental reading(s), and pedagogy. If the course has been taught before, please include a syllabus, if possible.

QUANTITATIVE METHODS IN HPELS

COURSE DESCRIPTION

This course is designed to provide knowledge and experience in practical statistical applications commonly used in health, physical education, leisure and exercise science. The focus of the course will be on the analysis and interpretation of data though the use of computer software packages.

TEXTBOOKS

Gravetter, F.J., & Wallnau, L.B. (2002). Essentials of Statistics for the Behavioral Sciences (4th Ed.). Pacific Grove, CA: Brooks/Cole Publishing Company.

Vincent, W.J. (1999). Statistics in Kinesiology. (2nd ed.) Champaign, IL: Human Kinetics.

Norusis, M.J. (2001). SPSS 10.0 Guide to Data Analysis. Upper Saddle River, NJ: Prentice-Hall, Inc.

PURPOSE OF COURSE

This purpose of this course is to extend students initial knowledge of statistics by providing them with experience in dealing with a wide variety of data collection and analysis techniques. The course is designed to provide knowledge necessary for understanding and conducting research in Health, Physical Education, Leisure Services, and Athletic Training.

COURSE OBJECTIVES

This course is intended for graduate students in the School of Health, Physical Education and Leisure Services. It is structured to provide information, which will allow students to attain a basic competency level in statistical procedures and interpretation, through the use of computer applications.

CONCEPTUAL OUTLINE

Introduction
Terminology
Review of Descriptive Statistics
Hypothesis Testing
Inferential Statistics in HPELS research
 t-tests
 ANOVA
 MANOVA
 Correlation
 Regression
 Nonparametric Statistics

COURSE EVALUATION

Course Requirements:

Students are expected to take and successfully pass three scheduled exams. Examinations are based on the material taught during class meetings and assigned readings, and will be comprised of in-class and take-home components.

Homework assignments will be made throughout the semester. These assignments will be graded.

Additional assignments may be made throughout the semester at the discretion of the instructor.

Assignment Due Dates (Tentative):

Course Requirements	Date	Possible Points
---------------------	------	-----------------

Exams:

Exam 1	February 6	100
Exam 2	March 11	100
Exam 3	May 7	100

Assignments:

1. Simulated research reports with data from disciplines: exercise science, leisure, sport psychology, motor behavior, health, pedagogy, sports medicine.
2. SPSS analysis of quantitative data to answer research questions from HPELS disciplines.
3. Read and interpret Methods and Results from journal articles.

Final Grade:

See the Assignments/Due Dates page for points and additional information. The number of points earned divided by total possible points times 100 yields the final grade. This numerical score will then be converted into the corresponding letter grade.

A+	98-100	B+	87-89	C+	77-79	D	60-69
A	94-97	B	84-86	C	74-77	F	59 or Below
A-	90-93	B-	80-83	C-	70-73		

Tentative Schedule:

Date	Topic	Chapter
January 14	Introduction	1
January 16	Review Measures of Central Tendency	3
January 21	Review Measures of Variability	4
January 23	SPSS	
January 28	Review Standardized Scores	5
January 30	Review Probability & Sampling	6
February 4	EXAM 1	1-6
February 6	Hypothesis Testing	8
February 11	Hypothesis Testing	8
February 13	Review t-test	
February 18	Independent Samples t-test	10
February 20	Related samples t-test	11
February 25	Analysis of Variance	13
February 27	Analysis of Variance	13
March 4	EXAM 2	1-11
March 6	Repeated Measures ANOVA	14
March 11	Repeated Measures ANOVA	14
March 13	Factorial ANOVA	14
March 25	Factorial ANOVA	14
March 27	Mixed ANOVA	
April 1	Review ANOVAs	
April 3	MANOVA	
April 8	MANOVA	
April 10	Correlation	
April 15	Advanced Statistics	
April 17	Chi Square	16

April 22	Chi Square	16
April 24	Chi Square	16
April 29	Non-parametrics	
May 1	Regression	15
May 7	EXAM 3 Comprehensive	

Note: The University of Northern Iowa is an affirmative action/equal opportunity institution. Students with disabilities and other special needs should feel free to contact the professor privately if there are services or adaptations which can be made to accommodate specific needs.

6. Describe how students in this proposed course will use computer and library resources and facilities.

A new computer classroom has been installed in the WRC. This course will be taught in that classroom.

7. Consultation summary: Check the appropriate response(s)
[Must consult with all those identified in #2f and #6 above]

Departments Contacted For Consultation

Response

Ed. Psych. and Foundations

Has Impact - No Objections

8. Will this proposed new course increase the total budgetary requirements of the Department?

No

a. If NO, explain why not.

Faculty from HPELS have been teaching 250:180g for a number of years. The same faculty would teach this course instead.

b. If YES, identify the total costs.

(1) Staff	\$0.00
(2) Additional facilities	\$0.00
(3) Equipment	\$0.00
(4) Support personnel	\$0.00

(5) Library requirements	\$0.00
(6) Computer service	\$0.00
(7) Educational technology	\$0.00
(8) Other services (identify)	\$0.00
TOTAL	\$0.00

FORM J - CONSULTATION --- ID: J-891

- It is the responsibility of the department initiating curriculum proposals to assess the impact of the proposed changes and consult with those who may be affected by the changes.
- If the recipients have objections to the changes, it is their responsibility to promptly notify the initiating department of the reasons for the objection.
- Both parties are then expected to work together to attempt to find a solution to their differences.

TO: Dr. Martin Agran (Dept. Head affected by proposal)

FROM: Christopher Edginton (Dept. Head initiating proposal)

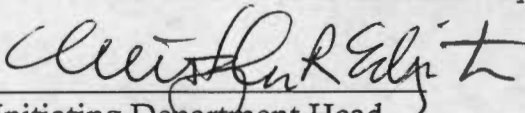
DATE: 02/05/2004

RE: **PROPOSED CURRICULUM CHANGE NOTIFICATION**

(The department initiating curriculum proposals should identify the changes being proposed and the likely impact such changes may have for the department being consulted. The department should also indicate the dates on which the departmental and college curriculum bodies will meet to review all proposals.)

The School of HPELS would like to add 440:215 Qualitative Methods in HPELS. This should have the effect of a small increase in enrollment in 220:293 Qualitative Research in ~~Human~~ Education.

The current course 220:293 will be required as a prerequisite for 440:215. (Note: This proposal is NOT contingent on moving 220:293 to Educational Psychology and Foundations.)


Initiating Department Head


Curriculum Committee Chair

TO: Christopher Edginton (Dept. Head initiating proposal)

FROM: Dr. Martin Agran (Dept. Head responding to proposal)

DATE: _____

RE: **RESPONSE TO PROPOSED CURRICULUM CHANGE**

(The curriculum proposals for which consultation was initiated should be specified and the anticipated effects those changes are likely to have should be identified by the department consulted)

Based upon departmental faculty review and any subsequent consultation with you:

____ Our department does **NOT object** to the above proposal -- it **does NOT impact** our dept.

✓
____ Our department does **NOT object** to the above proposal -- it **does impact** our department

- _____ Our department **Objects** to the proposal -- it **does impact** our department
(Identify reasons for the objections and a summary of the consultation efforts to date
which have not resolved the objections)
- _____ Our department **requests further consultation** on the above issues
- _____ Our department does not believe this can be resolved with further consultation
(identify reasons)

Martin Agran

Responding Department Head

Ch. K. S.

Curriculum Committee Chair

FORM J - CONSULTATION --- ID: J-897

- It is the responsibility of the department initiating curriculum proposals to assess the impact of the proposed changes and consult with those who may be affected by the changes.
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- Both parties are then expected to work together to attempt to find a solution to their differences.

TO: Dr. William Callahan (Dept. Head affected by proposal)

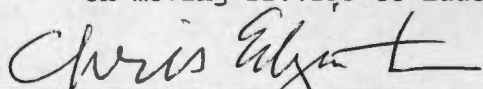
FROM: Christopher Edginton (Dept. Head initiating proposal)

DATE: 02/05/2004

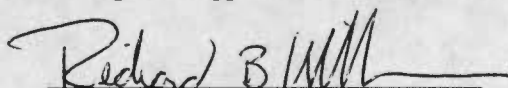
RE: **PROPOSED CURRICULUM CHANGE NOTIFICATION**

(The department initiating curriculum proposals should identify the changes being proposed and the likely impact such changes may have for the department being consulted. The department should also indicate the dates on which the departmental and college curriculum bodies will meet to review all proposals.)

The School of HPELS would like to add 440:215 Qualitative Methods in HPELS. This should have the effect of a small increase in enrollment in 220:293 Qualitative Research in ~~Business~~ Education. The current course 220:293, or equivalent, will be required as a prerequisite for 440:215. (Note: This proposal is NOT contingent on moving 220:293 to Educational Psychology and Foundations.)



Initiating Department Head



Curriculum Committee Chair

TO: Christopher Edginton (Dept. Head initiating proposal)

FROM: Dr. William Callahan (Dept. Head responding to proposal)

DATE: _____

RE: **RESPONSE TO PROPOSED CURRICULUM CHANGE**

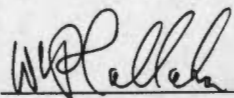
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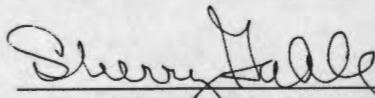
☒ Our department does **NOT object** to the above proposal -- it **does NOT impact** our dept.

☐ Our department does **NOT object** to the above proposal -- it **does impact** our department

- _____ Our department **Objects** to the proposal -- it **does impact** our department
(Identify reasons for the objections and a summary of the consultation efforts to date
which have not resolved the objections)
- _____ Our department **requests further consultation** on the above issues
- _____ Our department does not believe this can be resolved with further consultation
(identify reasons)



Responding Department Head



Curriculum Committee Chair

FORM J - CONSULTATION --- ID: J-893

- It is the responsibility of the department initiating curriculum proposals to assess the impact of the proposed changes and consult with those who may be affected by the changes.
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- Both parties are then expected to work together to attempt to find a solution to their differences.

TO: Dr. Bill Callahan (Dept. Head affected by proposal)

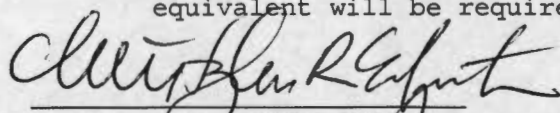
FROM: Dr. Christopher Edginton (Dept. Head initiating proposal)

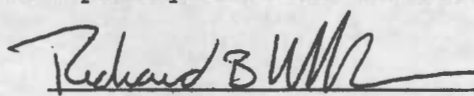
DATE: 02/05/2004

RE: **PROPOSED CURRICULUM CHANGE NOTIFICATION**

(The department initiating curriculum proposals should identify the changes being proposed and the likely impact such changes may have for the department being consulted. The department should also indicate the dates on which the departmental and college curriculum bodies will meet to review all proposals.)

It is proposed that the School of HPELS introduce a new course into the graduate programs of the School. This course would be 440:210 Quantitative Methods in HPELS. This applied statistics course in HPELS would provide Masters degree students with a 200 level experience that would serve their specific research needs. The course proposed will provide students in HPELS with opportunities to learn analysis techniques for the collection of physical data as well as techniques which would be a great value in non-school settings. The current 250:180g or equivalent will be required as a prerequisite for 440:210.


Initiating Department Head


Curriculum Committee Chair

TO: Dr. Christopher Edginton (Dept. Head initiating proposal)

FROM: Dr. Bill Callahan (Dept. Head responding to proposal)

DATE: 2-6-04

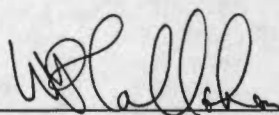
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(The curriculum proposals for which consultation was initiated should be specified and the anticipated effects those changes are likely to have should be identified by the department consulted)

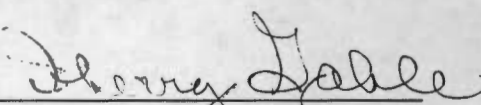
Based upon departmental faculty review and any subsequent consultation with you:

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- ☒ Our department does **NOT object** to the above proposal -- it **does impact** our department
- ☐ Our department **Objects** to the proposal -- it **does impact** our department
(Identify reasons for the objections and a summary of the consultation efforts to date which have not resolved the objections)
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- ☐ Our department does not believe this can be resolved with further consultation
(identify reasons)



Responding Department Head



Curriculum Committee Chair

Capstone Proposal

The Liberal Arts Core Committee (LACC) believes that the Capstone program, as a university-wide endeavor, is best organized as a distinct part of the Liberal Arts Core, within a new category (Category 7 rather than Category 3).

The LACC proposes that an integrative Liberal Arts Core experience is highly desirable during the junior or senior year as an aid in preparing UNI students for the complex world of ideas that should engage them during their lives as educated citizens. The LACC also understands that any Capstone experience must be sufficiently flexible in content to allow and encourage widespread participation by UNI faculty.

With this goal and this condition in mind, the LACC recommends that the Liberal Arts Core Capstone two-credit requirement be revised to provide each UNI undergraduate with a course selected from a list of courses approved by the LACC.

This course

- Will have enrollment limited to juniors and seniors;
- Will be attractive and accessible to students from a wide spectrum of disciplinary backgrounds;
- Will, at a minimum, either 1) integrate content from two or more diverse disciplines, or 2) emphasize service-based learning and provide engagement with communities outside UNI.

In identifying Capstone courses, the LACC will be guided by the following desirable course attributes. That the course

- Be intellectually challenging and promote development of higher-order thinking skills;
- Make student disciplinary diversity a strength of its design;
- Link theory to practice through applied problem-solving activities;
- Promote the development of skills and dispositions associated with self-directed, life-long learning.

The LACC recommends that this revision in Capstone be a requirement of all students who transfer to UNI or begin their undergraduate course work at UNI on or after the Fall 2004 semester.

Environment, Technology, and Society (820:140) will continue as a Capstone course. The LACC will approve other appropriate Capstone courses on a provisional basis at the earliest opportunity.

Capstone General Education Course
(Revised Proposal, January 23, 1986)

The multidisciplinary capstone course will required students to think about issues at a level where they must integrate scientific knowledge, economic and political realities, historical experiences, and moral, philosophical, and aesthetic values. Academic disciplines often encourage specialization; however, our students live and will work in a world where information from several disciplines must be integrated. Obviously, individuals cannot have all the specialized knowledge relevant to a decision in their private, work, or civic life. However, they must realize that such information is relevant and available. Students should also realize that issues involved moral choices and that information from several disciplines enables them to make more informed choices.

A multidisciplinary capstone course would accomplish several objectives: 1) facilitate a synthesis of the student's educational experience of the first three years; 2) emphasize the complexity and connectedness of the natural and social components of our environment; 3) develop an appreciation of the value of all academic disciplines in intelligent and informed decisions in our changing world; and 4) demonstrate that learning should not end at graduation but be a life-long process.

The capstone course should be a university-wide course with many sections taught by individuals from relevant disciplines. It should not be several courses housed in specific departments or colleges. The overall objectives of synthesizing information from many disciplines should apply to all sections, whether they are taught by natural scientists, social scientists, historians, philosophers, or others. Instructors must appreciate the contributions of many academic disciplines to the issues and be willing to assign material representing a variety of disciplinary viewpoints.

Each section should include students from a wide variety of majors to achieve a multidisciplinary class. Students with different majors will bring to the class different bodies of knowledge and different viewpoints.

The course will be defined by a list of books, monographs, and/or articles on topics and issues that exemplify the multidisciplinary, integrative objective. The reading materials and topics should meet the following criteria: 1) timely and timeless issues of importance; 2) issues involving information from many academic disciplines and difficult moral choices; each of our collegiate groupings of subjects should be represented; 3) demonstration of geopolitical diversity and the interdependence of countries. The list of reading materials should be developed and regularly updated by a committee of the faculty who teach the course and approved by the staff. Each instructor will have the option of including one book that is not on the list.

Individual sections should be small enough to allow lively discussion among students and to make possible the assignment of papers. Each section should read, discuss,

and write about the assigned material. The instructor will be more of a facilitator than a lecturer.

Since the purpose of this course is to integrate knowledge from many disciplines and to utilize collegiate-level skills in discussing significant issues confronting society, students taking this course must have completed at least 75 credit hours and their other Liberal Arts Core courses.

**Addendum on Implementation
Revised Capstone Requirement**

1. The Liberal Arts Core Committee (LACC) and the LACC Coordinator are committed to working with departments interested in creating courses that will fulfill the revised Capstone requirement:
 - The LACC will approve courses on a provisional basis, realizing that new or revised courses are in some degree experimental;
 - Departments may develop courses that can be double-counted towards a major requirement and the Capstone requirement;
 - Capstone courses within a departmental major should reserve a minimum of one-third of the seats for students outside the major.
 - The LACC and LACC Coordinator will work with involved departments to assess student outcomes in each course;
 - Staffing approved department-based Capstone courses is the responsibility of the department.
2. The Liberal Arts Core Committee (LACC) and the LACC Coordinator are committed to working with the Capstone Coordinator as new Capstone courses are organized and approved to ensure a smooth evolution from the current situation:
 - At an appropriate time on a semester-by-semester basis, the LACC Coordinator will inform the Capstone Coordinator of the number of seats to be available in non-820:140 Capstone courses;
 - The Capstone Coordinator will arrange for sufficient sections of 820:140 to be offered to meet student enrollment requirements.
3. The Liberal Arts Core Committee (LACC) and the LACC Coordinator expect that the initial development timeline to create additional Capstone courses will be a one to two-year process, but that the creation of new Capstone courses will be an on-going process.

Capstone Concerns – submitted by Dr. Steve O’Kane, 24 November 2003

1. While we’re working to reduce the hours of Liberal Arts requirements, many departments are finding it difficult to staff courses to adequately train their own students in their major discipline. Given this, can we justify maintaining this course as part of an otherwise already robust liberal arts core?
2. In regard to “the option of emphasizing service based learning and engagement with outside communities. It is very unlikely that such a course will meet the other standards and goals stipulated for the course. This inclusion will be used as an excuse to let internships satisfy the capstone requirement. If a service learning course truly meets the capstone objectives, it can be included without specific mention that such courses are appropriate.” – thoughts borrowed from Dr. Russ Campbell
3. As the proposal now stands, 820:140 (Environment, Technology, and Society) is grandfathered in as an ongoing capstone course. How will the Liberal Arts Committee ascertain that all of the current sections are taught in such a way as to meet the interdisciplinary/discussion/intellectually challenging goals of the new proposal?
4. Where will new sections come from? The upper level courses of most departments have one or more prerequisites. Consequently, new capstone offerings will have to be just that: new courses. In the current budgetary situation, it is doubtful that instructors can be found to staff new courses given that current courses are often now understaffed.
5. How will the new capstone be managed? By the Liberal Arts Committee? The Provost’s office?
6. If capstone resides in its own category, it should be moved completely out of CNS and cease to be such a drain on CNS’s budget. ½ of CNS sections are now taught by adjuncts; Biology now supplies about 1/3 of all capstone sections! The cost of this is ca. \$60,000 per year, enough to reinstate one of the positions that CNS recently lost.
7. Related to the last point: PLEASE do not leave the University, and CNS in particular, with an unfunded mandate to continue this course.
8. A point of interest: Biology faculty voted at a faculty meeting last year to get rid of capstone altogether.
9. A possible solution is to drop capstone entirely for now, especially given the current budgetary constraints. At some future date, say in two or three years, the course could be revisited and built anew from the ground up, rather than as a series of “band-aids” on a flawed system.